

The Lemonade Stand Dilemma

Let's read to see how two friends use decimals and inequality symbols to compare their lemonade sales.

Pay Attention To:

- The amount of money the friends compare
- When the symbols greater than and less than are used
- What the friends say about their total sales
- How the friends know if they reached their goal
- The word inequality in the passage

inequality

$\$0.10 < \0.20

 less than

$\$0.20 > \0.10

 greater than

$\$0.10 \neq \0.20

 not equal to

$\$1 \leq \2
 less than or equal to


$\$2 \geq \1
 greater than or equal to


$2 = 2$

 $5 = 5$

 equality

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Jordan and Casey were selling lemonade to raise money for a trip. They had two jars—one for “Morning Sales” and one for “Afternoon Sales.” Jordan counted the money in the morning jar. “We made \$4.75,” Jordan said.

Casey checked the other jar. “We made \$5.10 this afternoon!”

Jordan wrote the numbers down. “Which one is more?”

Casey said, “\$5.10 is **greater than** \$4.75.”

Jordan added both amounts. “We made \$9.85. That is **less than** \$10.00.”

They needed more money. “Let’s sell three more cups,” said Jordan. “Then we’ll pass \$10.00!”

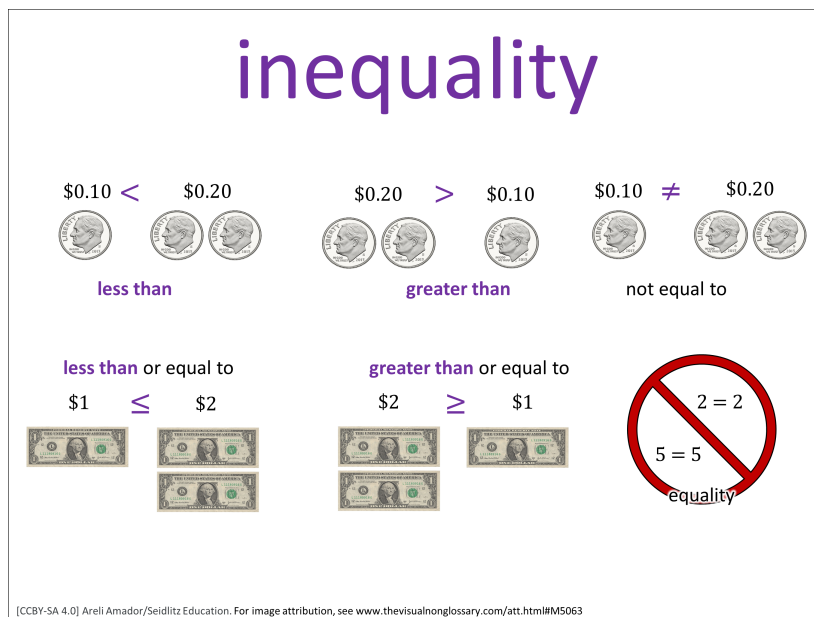
They worked together and reached their goal. They were proud—and they knew how to use **inequality** to compare money.

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Jordan and Casey were running a lemonade stand to raise money for their class trip. They had two cash jars—one labeled "Morning Sales" and one labeled "Afternoon Sales." At the end of the day, Jordan counted the money in the morning jar and said, "We made \$4.75 this morning."

Casey opened the afternoon jar and smiled. "We made \$5.10 after lunch!"

Jordan grabbed a notepad and wrote both amounts down. "So which one is more?"

Casey looked at the numbers. "\$5.10 is **greater than** \$4.75. That means we did better in the afternoon."

Jordan nodded and added the amounts together. Then, they compared their total to their goal of \$10.00. "We made \$9.85. That's **less than** what we need."

They looked at each other and decided to stay open another hour. "If we sell three more cups," Jordan said, "we'll pass \$10.00!"

The friends worked together, watching each sale bring them closer. When they finally reached their goal, they cheered—not just because they earned enough, but

because they understood how to use numbers to keep track.

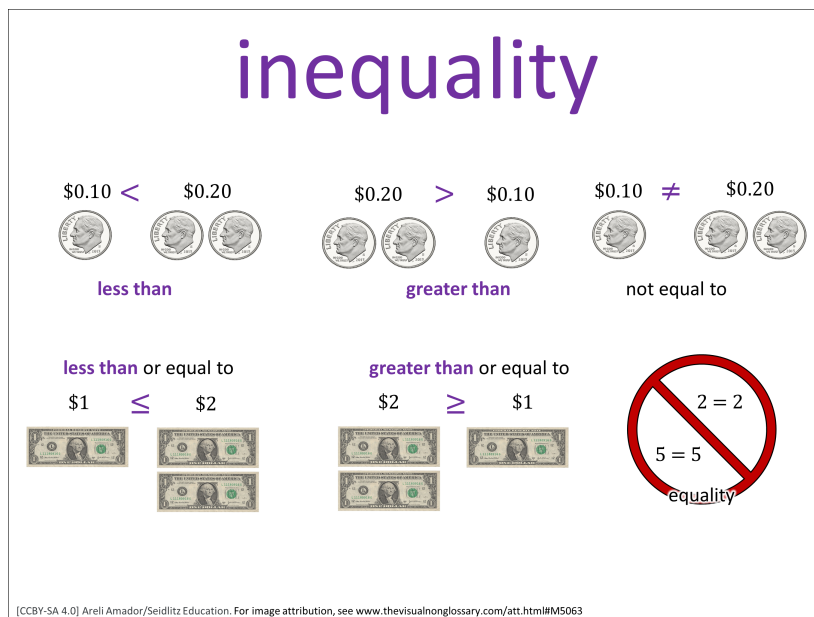


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Jordan and Casey were eager to raise money for their upcoming class trip, so they opened a lemonade stand. They separated their earnings into two jars—"Morning Sales" and "Afternoon Sales." At closing time, Jordan tallied up the morning jar. "We made \$4.75 earlier today," he reported.

Casey examined the afternoon jar. "This one has \$5.10," she replied.

Jordan jotted down both amounts. "Which amount is higher?"

Casey evaluated the decimals. "\$5.10 is clearly **greater than** \$4.75. Our afternoon sales beat the morning."

Combining the totals, they discovered they had \$9.85. Jordan frowned. "That's still **less than** our \$10.00 goal."

"Let's keep selling for one more hour," Casey suggested. "Three more cups and we'll go over \$10.00."

They stayed open and tracked each sale. When they hit their target, they didn't just celebrate earning enough—they celebrated understanding how to use an **inequality**

to measure their success.

